

Kentucky Literacy Link

Volume 2, Number 3

March /April Spring Edition 2011

A Publication of the Kentucky Department of Education

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SUGGESTED READING/WEBLINKS

Your questions **and your contributions of ideas/lessons that work** are welcome. E-mail those to rebecca.woosley@education.ky.gov, and they may be included in this **literacy link** to connect teachers across the state by sharing insights, bright ideas and best practices.

Items of Interest

KDE will be offering Program Review Technical Assistance trainings in regions across the state. There will be two training opportunities available in each region: one will focus on elementary (K-5), with the other focusing on secondary (6-12).

The target audiences for these trainings are:

- District Instructional Supervisors, as they will be able to assist schools in the improvement of their programs
- School-Based Decision Making Councils, as they will play an integral part in utilizing the findings of the program reviews and making programmatic decisions

The meeting dates and venues are listed below.

Erlanger	METS Center	Tuesday, March 8	Elementary and Secondary Sessions running concurrently
Crestwood	Oldham County Arts Center	Friday, March 11	Elementary Session
		Monday, March 14	Secondary Session
Ashland	Ashland Plaza Hotel	Wednesday, March 16	Elementary Session
		Thursday, March 17	Secondary Session
Bowling Green	Carroll Knically Conference Center	Wednesday, March 23	Elementary and Secondary Sessions running concurrently
Hopkinsville	James Bruce Convention	Thursday, March 24	Elementary and Secondary Sessions

	Center		running concurrently
Lexington	Clarion Hotel (Newtown Pike)	Tuesday, March 29	Elementary and Secondary Sessions running concurrently
Somerset	Center for Rural Development	Wednesday, March 30	Elementary and Secondary Sessions running concurrently
Hazard	L.K.L.P. Community Center	Thursday, March 31	Elementary Session
		Friday, April 1	Secondary Session

Schools are invited to send members of their SBDM councils, or if there is no school council, a committee appointed by the principal. Schools whose configuration include elementary and secondary may wish to split their councils to attend both sessions.

Meeting times are 9 a.m. to 4 p.m. local time, with lunch on your own. EILA credit will be available.

To register, please go to <http://www.surveymonkey.com/s/SWQ2RZ8>.

***Please Note:** Up to five people may be registered at one time, but only one submission may be made from a single computer.

NOTE:

Registration window will close at 12 noon ET Thursday, March 10.

If you have questions, please contact Rae McEntyre at rae.mcentyre@education.ky.gov or (502) 564-2106.



College and Career Readiness Standards - A Spotlight on Technology

Students today are immersed in technology that has been a part of their lives since birth. It's a natural part of their lives because of continuous exposure and easy access to technology. As a result, many students write and read every day. How so? These 21st-century students read and write responses to text messages, Facebook and Twitter messages every day. They read blogs and write responses to the thinking of others. Most of this happens **outside** the classroom. The challenge for educators is infusing technology into the classroom in order engage students and enhance content instruction, while improving students' digital literacy skills at the same time.

Unquestionably, educators can use technology to enhance students' reading and communication skills. By integrating technology into the curriculum, teachers can help students develop literacy skills that include digital literacy. For example, students read information they find on websites, sites they seldom, if ever, evaluate. It's doubtful that most students do more than superficially surf the Web, partly because they don't know **how** to dig deeper or **how** to evaluate the validity of a site. While some students may know how to access information and how to use several types of technology, many still lack the critical skills they will need to be competitive in the job market or be successful in college or careers when they graduate.

Writing Standard Six

What technology skills will graduates need to be college and career ready? Employers and universities indicate graduates need to be capable of sorting their way through the maze of information available on the Web, critically evaluating the validity of the sites and the information found there and executing authentic tasks to solve problems independently or in collaboration with others. The Kentucky Core Academic Standards (KCAS) establish the requirements for these

technology skills in the College and Career Readiness (CCR) Anchor Standard Six and detail the progression of those skills from kindergarten through grade 12.

The (CCR) Anchor Standard Six for Writing requires teaching students to *use technology, including the Internet, to produce and publish writing and to interact and collaborate with others*. Beginning in kindergarten, students should learn to explore various digital tools as they produce and publish writing **and** as they collaborate with their peers. By the time students reach 12th grade, the expectations include using technology to collaborate with and respond to others, to develop and publish their own (or shared) writing products in response to feedback and to extend their thinking with new arguments or with additional relevant information.

It's significant that Standard Six, a writing standard, incorporates the 21st-century skills of collaboration, critical thinking, communication and digital literacy that will support students' digital lifestyles as learners and as future employees and global citizens.

**IT'S NOT ABOUT
TECHNOLOGY; IT'S ABOUT
STUDENT LEARNING.**

SARA KAJDER

Sara Kajder (2010), author of *Adolescents and Digital Literacies: Learning Alongside Our Students*, defines literacy for her students as knowing "...how to make meaning from different text forms and communication modes and how to communicate through those modes." Her book details many strategies for giving students the opportunity to **develop** the digital literacy skills students use when they are outside the classroom. In her book, Kajder provides many valuable resources and critical insights about how to teach **students** to use technology effectively.

During an online book study sponsored by the National Council of Teachers of English (NCTE) in April 2010, Kajder expressed a basic premise regarding the role of technology in teaching and learning. "It's not about technology; it's about student learning." This declaration establishes an important

perspective for teachers. While technology engages and motivates learners, student learning is not about what teachers are doing with technology. Instead, it's about what **students** are learning and the literacy skills (including digital literacy skills) that they will develop.

Kajder describes several ways to infuse technology into instruction:

- ◆ Engage students in using technology to create book trailers in lieu of written book reports. The trailers foster critical thinking as students select images to represent their insights and combine them with audio and text to convey their intended message.
- ◆ Encourage students to use Voice Thread to highlight parts of their digital portfolio or voiceovers to include reflection about their digital work.
Note: There are classroom exemplar VoiceThreads at this site. <http://voicethread4education.wikispaces.com>
The site also includes an online tutorial and resources as well as links to other classroom partners.
- ◆ Engage students by teaching them to use Zooburst, a digital storytelling tool that will allow them to create pop-up books. For example, students might do this to communicate a science concept, tell a story around a historical event or even craft their own myths. The benefits: students are engaged, and they are motivated to spend time revising their digital stories so the communicate their message clearly to the reader. <http://www.zooburst.com/>
- ◆ Introduce students to Bookglutton.com. This site offers students several ways to engage in online conversations about books they are reading. For teachers who may have concerns about public sites for younger students, create a classroom wiki that offers students a place to have those same conversations with book buddies in their own class.
- ◆ Involve students in collaborative book reviews. Their discussions and plans may take place in the class and online. Give them the option to communicate their book review using whatever forms of technology best communicates, meets the criteria and engages the thinking of their audience.
- ◆ Engage students in creating a visual character journal as they read. Students capture one image for each reading day. The image should communicate the perspective of the character they choose. To extend

their thinking as they do this assignment, ask students to orally communicate to the class the reasons for their images or ask them to write a brief justification to accompany their images.

- ◆ Involve students in podcasting. The podcasts may be individual or group products. They may be the outcome of inquiry learning, or they may be a way for teachers to individually formatively assess students.

Note: Because many teachers may not feel comfortable integrating podcasts into their classes, Kajder recommends these resources. They may help relieve anxiety and open possibilities for student learning in the classroom.

Two sources to support podcasting –

Gcast – www.gcast.com

Audacity – <http://audacity.sourceforge.net/>

Audacity® is free, open source software for recording and editing sounds.

For additional podcast websites and technology tips, consult Sara Kajder's *Adolescents and Digital Literacies*.

Reference:

Kajder, S. (2010). *Adolescents and Digital Literacies: Learning Alongside Our Students*. Urbana, Illinois: NCTE.

“Our students need us to provide them with rich opportunities to read deeply, think critically, and write for responsive audiences. And they need us to prepare them for a world outside of our classrooms where literacy, texts, and tools will continue to change, be recast, and even reinvent themselves.”

Sara Kajder



Turning the Page

From the Voices of Kentucky Teachers

Several Kentucky teachers answered the call for contributions to this issue of the *Kentucky Literacy Link*, briefly sharing ways they are infusing technology into their classrooms and more importantly, how they are involving students in using technology. Each of these contributors not only agreed to share their strategies, but they also agreed to share their contact information, so other teachers, integrating these strategies into their classes, can contact them for additional information. These teacher-to-teacher contacts are one of the primary purposes for this publication.

Lucas Gravitt, German Teacher, Scott County High School Podcasting, Google Voice and the ILP

When I began working with a Zune and later an iPod Touch, I found that there are many great ways to use these devices in the classroom, especially through podcasts. I frequently search the Zune Marketplace or the iTunes Store to find new podcasts to use in class. It's convenient because my computer automatically downloads new podcasts to which I already subscribe.

There are podcasts, for my interest and use in particular, that teach specific German language skills. Some read the news in German, and some are similar to talk radio. It is so valuable for students to be able to hear and use natively spoken foreign language so that they can begin to mimic the pronunciation and sounds patterns from natives.

From iTunes, I've successfully downloaded and used podcasts from EF Tours, the company I use to travel abroad with students; I also distribute those EF Tours podcasts to students, so that they can learn, in advance, about places we are going to visit, **and** they can listen to history lectures or stories on their own devices as we travel through Europe. For the parents and chaperones who do not speak German, there are simply German words and phrases that are podcast so that they can learn to ask directions, or find the bathroom or order at a restaurant.

While utilizing preexisting podcasts has been a great way for me to use the Zune and iPod Touch in class, I also have

moved into student-generated materials. Frequently, rather than doing individual verbal/oral exams, I have the students podcast their exam material and share it with me. I then am able to download on my students' podcasts on our classroom Zune or my personal iPod and listen to it at a time that's convenient for me. As added benefits, I don't waste an entire day of instruction listening to everyone's exam during class time, students learn how to create and use podcasts purposefully and the process almost completely removes the stress or anxiety factor from the students' performance.

In addition, I have begun to switch my podcasting use for verbal/oral exams to Google Voice (which is tied to my school e-mail) so that students can, with parents' permission, call to leave a voicemail and send an SMS/text message for the assessment. All of these come directly to my inbox. This way, I can listen to the performance exam several times, pause and rewind, and keep them for further reference.

My next steps are to tie all of these podcasts, and Google Voice voicemails with the student videos and presentations, to the Career Cruising ILP website and ultimately use these pieces as part of the new revised writing portfolio program. I also hope to begin to incorporate more iPod apps in the classroom to help extend the connection to student-utilized and student-centered technology.

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Melissa Sangster, 6th-Grade Language Arts and Math Teacher, Anchorage Ind. – Glogster

My language arts class is using Glogster.com, a free, password-protected site that allows students to include audio and video to create multi-media posters. Each of my students has a protected account with edu.glogster.com.

My students are creating these digital posters as an alternative to a book report or book project. Before creating the digital posters, they had an opportunity to create and play with various glogs to learn the tools, capabilities and other features, so they would be ready for this project.

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Matthew Garrett, Kentucky Studies Teacher, Washington County High School - PhotoStory

I incorporated the use of PhotoStory in my Kentucky Studies class. This inquiry-based assignment was created using the historical markers which are located throughout Washington County, as well as a few other sites of historical pertinence.

Students were engaged in library research for two days. The next part of their assignment was to take actual photos of the sites they researched. While creating the photo story the students were also required to use a microphone to create a voice over of the information they were presenting. Then, students shared their projects with the entire class, so all students had access to each student's research information.

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Shanna Patton, AP Language/English Teacher, Scott County High School – Multiple Technology Applications

My goal is to integrate what students learn about how to effectively use technology into the curriculum so it enhances content and becomes a seamless part of the learning. Here are some ways my students use technology in my classes:

- My students use my online classroom site where they can access announcements and links to assignments, forms and relevant websites.
- They use the Clicker Response System for daily ACT questions. (It provides immediate feedback and tracks data.)
- Students in my classes use Study Island and Florida Virtual School programs for ACT and AP English Language exam review. They also can play games on Study Island to reinforce English and reading skills. This program is also useful for individualized interventions and supplemental tutoring.
- We use an Elmo Document Camera and a classroom projector for real-time peer editing and sharing student exemplars. Once I model the process for them, students learn to use these tools and lead the discussions.
- Students enjoy using Prezi online presentation software for projects. This software is like PowerPoint

on steroids, and it can be accessed from anywhere they have Internet connection.

- Students regularly engage in online research to compose a current events journal. They use this research and their journal when they participate in a current event debate each Friday. This strategy has the added benefit of allowing them frequent opportunities to develop their ability to form and articulate arguments.
- My AP students analyze released exams and sample student responses found at the AP Central website.
- The AP Blog for students allows them to engage in an online discussion with their peers by posting comments and questions about literature.
- In my AP classes, we start the year out with a rhetorical device of the day. This site allows students to access and review rhetorical devices in sound and video clips.
<http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm>
- To find sources for college-level writing assignments, students use online research databases (EBSCO, ERIC, NewsBank)
- Students quickly learn the value of the Purdue OWL website for style guidelines and writing advice.
- One of the ways my students use Facebook is creating pages for characters.
- They use YouTube to create and post video assignments.
- Students research and create their own webquests, which are then completed by their peers.
- My students also use the MovieMaker program as a part of their class work.
- They use e-mail as an effective communications tool. For example, they've learned to ask clarifying questions that allow them to do their work and meet their deadlines.

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Lisa Morris, ESL Teacher, Central High School, Jefferson Co.

Photo Story 3

My students have been using Photo Story 3 to plan their personal narratives. We have explored digital storytelling to address audience, tone, voice, symbolism, linear vs. non-linear storytelling and sensory details. It has been a great pre-writing tool and such fun! Students have set their tales to music and imported images before sharing with their peers. It's been a great way for students to give feedback and suggestions to others and to self-assess. Best of all - they have been engaged and invested!

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Kathie Wrightson, Gifted Teacher, Shelby County High School

Multiple Technology Applications

All students need divergent and productive ways to use technology, so I've used technology in several ways with my gifted students. Through the months of December and January, students were challenged to create a "dystopia," an imaginary world in which no one would ever want to live. The project was related to a recent study of the book, *The Giver*, by Lois Lowry. Students could choose to create a newscast that showed a view of the dystopian world from the "inside," or from the perspective of characters who lived within the community. They could also choose to design PowerPoints or create a short story that featured the dystopia in the setting. All projects required a script.

This month, students have selected someone of significance to them. They interviewed this person, researched and selected photos, and then designed a script for a digital storytelling of this person's life. The key question asked was, "If you could give any teen advice, would advice would you give?"

Students used a program called PhotoStory, which is a free download for Microsoft operating systems. Once the photos were loaded, students uploaded the interviews from a digital recorder using Audacity. Finally, students wrote scripted reflections for the introduction and the closing that emphasized the purpose of the presentation and recorded them onto the final project.

The final production had the feel of rich documentary. Community performances took place at Shelby County High School's theatre for the family, staff and friends. Awards were given to the top three presentations.

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Adam Watson, English/Myths and Legends Teacher, South Oldham High School – Multiple Technology Applications

Since 2007, my English students have done literature circle discussions as podcasts, which culminate in a book commercial "trailer" (website: <http://mrwatsonsohs.podbean.com/>). The site has been published in numerous ways. Here are a few examples:

They were featured in a regional newspaper story: "Digital Discussions: South Oldham High uses podcasts for literary chats," by Sara Cunningham (*Courier-Journal*, January 21, 2009):

<https://mrwatsonsohs.wikispaces.com/file/view/DigitalDiscussionsCJ012109.pdf>

The National Council of Teachers of English mentioned the podcast site (and the above C-J article) in its February 3, 2009, edition of *INBOX*, as well as in a corresponding blog entry by Millie Davis: <http://ncteinbox.blogspot.com/2009/02/bringing-school-learning-home.html>

They were featured in the cover story of the April 2009 issue of *Kentucky Teacher*.

<http://www.kde.state.ky.us/NR/rdonlyres/1EB96C18-7F96-4D38-8DB9-1B3E279B8C21/0/April09KyTw.pdf>

In May 2009, members of NCTE videotaped the students while they recorded Dragon Booktalk podcasts. The professionally edited video, along with some podcast resources, was made part of NCTE's professional development website, "Pathways for 21st Century Literacies." We were featured as a "Classroom Spotlight" Website:

<http://www.ncte.org/pathways/21stcentury>

Lastly, two authors of our podcast books, Larry Colton and Michael D'Antonio, listened to the student's discussions and emailed their praise.

In late 2010, as a part of a district Handheld Tech Initiative, iPads and 4th Generation iPod Touches were purchased for use in my classroom. So far the devices have been used for:

KWL exercise, where students used the devices and the online site Wiffiti to respond and record their answers:

<http://wiffiti.com/screens/47207>

<http://wiffiti.com/screens/47208>

Levels of Questioning, where students shared their highest order Level 3 Questions using handheld devices and the online site Poll Everywhere:

http://www.polleverywhere.com/free_text_polls/NTQ3Mzg5MjU

http://www.polleverywhere.com/free_text_polls/LTE5NDgxNzU3MDY

Class brainstorm of debatable topics using the devices and the online site Poll Everywhere:

http://www.polleverywhere.com/free_text_polls/LTE5NDgxNzU3MDY

http://www.polleverywhere.com/free_text_polls/LTE5NDgxNzU3MDY

This year, I set up two Twitter accounts to reach my students in new ways. Although they are sometimes used as homework reminders or for general class communication, they are useful in other ways. For example, my Myth and Legends tweets (<http://twitter.com/gotmyth>) contain short descriptions of gods and goddesses, Heroic Cycle steps and archetypes, as well as links to news and media stories related to myth. My AP Literature and Composition tweets (<http://twitter.com/APlitcomp>) have literary term definitions, literature news and AP test-taking tips.

In addition, I also began using Moodle. One of the more innovative student uses of Moodle is with discussion forums. My AP Literature and Composition students are required to read a new poem and respond to it each week for 18 weeks. Their responses are posted in a forum (one for each poem). At least half of their responses are required to uptake on at least one other student's response to the same poem. It's been a great way to have class conversation with equal participation from all members and extend our community into cyberspace.

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Many thanks to these teachers who shared their contributions in this edition of the *Literacy Link*.



The resources at this site are for active participants, creators and collaborators rather than Web surfers. Subscribe for the free newsletter and receive notifications when new resources are added to the site. Here are just a few of the resources at this site:

- ACT prep
- preK-12 links
- technology tutorials
- "How to" guidance for everything from file conversion to blogs, collaboration and more
- resources for audio/podcasting
- Wikis
- word cloud generators

Check out these links...

Free online sources of curriculum content to engage students with audio and video depicting real life:

1 - DiscoverEducation's Lesson Plan Library

<http://school.discoveryeducation.com/lessonplans>

2 – Teachers Helping Teachers

www.pacificnet.net/~mandel/index.html

3 – TeachersFirst.com

www.teachersfirst.com/index.cfm

4 – Thinkfinity

<http://www.thinkfinity.org/lesson-plans>

Teachers' Domain

<http://www.teachersdomain.org/>

KET Teachers' Domain is an extensive library of digital media resources produced by KET and other public television member stations, designed for classroom use and professional development. It's free; all teachers need to do is register.

Discovery Education – Free Webinars

http://www.discoveryeducation.com/search/page/-/-/-/webinars/index.cfm?campaign=deHeader_search

Free webinars for teachers and for students can be found here.

Web 2.0 Resources for Educators

<http://www.internet4classrooms.com/web2.htm>

Edutopia Web Resources

<http://www.edutopia.org/blog/technology-tips-younger-elementary>

This link is a blog offering technology tips to teachers working with younger elementary students. It's just one example of the wealth of resources available to teachers at this site. Teachers can also:

- browse by specific grade levels
- access a long list of core strategies including technology integration
- preview and use a whole host of videos that demonstrate instruction in action (**Note:** Take a few minutes to peruse the video list – there is something for everyone.)
- engage in and read the educational technology blog
- + MUCH MORE

Kathy Schrock's Guide - (a site identified in an earlier edition of *Kentucky Literacy Link* -

<http://school.discoveryeducation.com/schrockguide/gadgets.html>

The technology "gadgets" section of this site has a list of several links teachers can use to support students as they use and develop podcasts in the classroom.

LEO: Literacy Education Online

<http://leo.stcloudstate.edu/#online>

LEO provides online handouts about a variety of writing topics that teachers can use during instruction. This is also a resource to share with students because it offers answers to a wide variety of answers to writing questions.

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